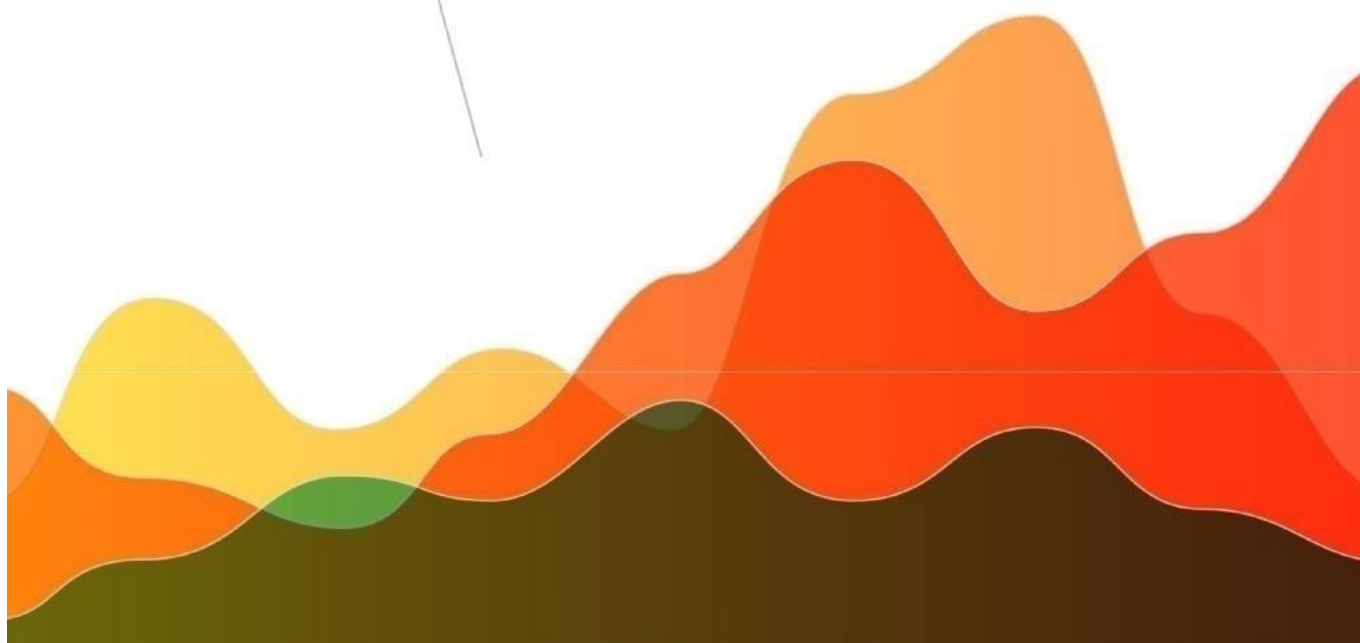


ADVANCES OF SCIENCE

**Proceedings of articles the international
scientific conference
Czech Republic, Karlovy Vary -
Ukraine, Kyiv, 5 April 2019**



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Table of Contents

1.	ШЕЛЕНКО Д. І. РОЗРОБКА ТА ВПРОВАДЖЕННЯ ВНУТРІШНЬОГО МЕХАНІЗМУ СІЛЬСЬКОГОСПОДАРСЬКИХ ПІДПРИЄМСТВ УКРАЇНИ.	9
2.	ВАРОДІ Н. Ф., NATÁLIA VÁRADI. DEPORTATIONS TO UZHGOROD DURING THE 1956 HUNGARIAN REVOLUTION AND WAR OF INDEPENDENCE ACCORDING TO THE TRANSCARPATHIAN ARCHIVAL DOCUMENTS.	14
3.	СОЛОНЕНКО Л.І., РЕП'ЯХ С.І. МАТЕРІАЛЬНИЙ БАЛАНС СИСТЕМИ «ВОДЯНА ПАРА–ПОРІСТЕ ТІЛО» ПРИ АТМОСФЕРНОМУ ТИСКУ.	27
4.	САЛВОНЧИК І. М. ВПЛИВ МОНЕТАРНОЇ ПОЛІТИКИ НА РОЗВИТОК РЕАЛЬНОГО СЕКТОРУ МОДЕРНІЗАЦІЇ ЕКОНОМІКИ.	31
5.	БОНДАРЕНКО С.М., МАЛЯРОВ М.В., МУРІН М.М., ХРИСТИЧ В.В. МОЖЛИВОСТІ ТА ОЦІНКИ МОНІТОРИНГУ РОЗВИТКУ ТА ЛІКВІДАЦІЇ НАДЗВИЧАЙНИХ СИТУАЦІЙ.	36
6.	КУНДЕНКО М. П., ЄГОРОВА О. Ю., БОРОДАЙ І. І., ШИНКАРЕНКО І. М., КУНДЕНКО О.М. ДОСЛІДЖЕННЯ ЕЛЕКТРОМАГНІТНИХ ТЕХНОЛОГІЙ В ПРОЦЕСІ ЗМІНИ ЕЛЕКТРОФІЗИЧНИХ ПАРАМЕТРІВ БІОЛОГІЧНИХ ОБ'ЄКТІВ.	42
7.	ХРИСТИЧ А.В., ФЕДОСЕЕВА Н.П., ВОЛОБУЕВА І.А., КОЛОМИЕЦ Ю.В. СЛУЧАЙ СБАЛАНСИРОВАНОЇ ТРАНСЛОКАЦІЇ ХРОМОСОМ 2 И 4 У ЖЕНЩИНЫ С БЕСПЛОДИЕМ.	52
8.	ТУРЧАК Д.В. ОСНОВИ РЕАЛІЗАЦІЇ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА В СФЕРІ ОХОРОНИ ЗДОРОВ'Я.	55
9.	ВАСИЛЬЄВА О.А. РОЛЬ СОЦІАЛЬНО-ПСИХОЛОГІЧНОЇ СЛУЖБИ В ПОДОЛАННІ НЕУСПІШНОСТІ МОЛОДШИХ ШКОЛЯРІВ.	59
10.	ПІНЧУК Т. С. ТВОРИ І ПОСТАТІ ДАВНЬОЇ УКРАЇНСЬКОЇ ЛІТЕРАТУРИ В СУЧАСНОМУ ОСМИСЛЕННІ.	69
11.	НИКИФОРЧУК Д. Й., ЧЕМЕРИС Д. Д. ОСОБЛИВОСТІ РОЗШУКУ БЕЗВІСТИ ЗНИКЛИХ ВОДІЇВ – ДАЛЕКОБІЙНИКІВ.	78
12.	СМОЛЬНИЦЬКА О. О. ДИТИНСТВО І МАТРИМОНІАЛЬНИЙ СТАН ЯК СОЦІАЛЬНИЙ СТАТУС І ЙОГО УМОВНІСТЬ У ВЕЛИКІЙ БРИТАНІЇ XVII–XIX СТ. (НА ПРИКЛАДІ ПРАВОВИХ ВІДНОСИН І ЇХНЬОГО	85

	ВІДДЗЕРКАЛЕННЯ У ХУДОЖНІЙ ЛІТЕРАТУРІ).	
13.	SHAROVAL O.S. ЛИЧНОСТНЫЕ ОСОБЕННОСТИ ПАЦИЕНТОК С РЕТЕНЦИОННЫМИ КИСТАМИ ЯИЧНИКОВ.	96
14.	НОМЕРОВСЬКА Т.С., ПЕТРЕНКО О.П. СОЦІАЛЬНИЙ ПАКЕТ ЯК ІНСТРУМЕНТ МОТИВАЦІЇ ПРАЦІ АГРАРНИХ ПІДПРИЄМСТВ.	99
15.	ГОРДІЙЧУК Г. Б., КОНОШЕВСЬКИЙ Л. Л., КОНОШЕВСЬКИЙ О. Л., ШАХІНА І. Ю. ІНТЕНСИФІКАЦІЯ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ З ДОПОМОГОЮ ЕЛЕКТРОННИХ БІБЛІОТЕК.	108
16.	ПОЧЕПИНСКАЯ С.М. CORRECT INTERPRETATION OF THE SPEECH ACT.	121
17.	ПІНЧУК Т. С. ТРАНСФОРМАЦІЯ МІФОЛОГІЧНИХ УЯВЛЕНЬ УКРАЇНСЬКОГО НАРОДУ В РОМАНІ ДАРИ КОРНІЙ „ГОНИХМАРНИК”.	126
18.	НЕДОСТРЕЛОВА Л.В., ГРОМЕНКО Д.Є. МЕТЕОРОЛОГІЧНІ ПОКАЗНИКИ СНІГОВОГО ПОКРИВУ НА СТАНЦІЯХ ВІННИЦЬКОЇ ОБЛАСТІ.	139
19.	ПІДПАЛА Т. В., ШЕВЧУК Н. П. ВИСОКОПРОДУКТИВНІ РОДИНИ КОРІВ УКРАЇНСЬКОЇ ЧЕРВОНОЇ МОЛОЧНОЇ ПОРОДИ ТА ЇХ ПРОДУКТИВНЕ ВИКОРИСТАННЯ.	147
20.	МАНЖУЛА Т.В. ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ МЕТОДІВ НАВЧАННЯ СТУДЕНТІВ МЕДИЧНОГО КОЛЕДЖУ.	155
21.	IVANOVA O., ZAIETS P., KONONOVA D. THE INTERACTION OF LINGUISTIC AND CULTURAL SEMANTICS ON THE MATERIAL OF ZOOLOGICAL NAMES.	168
22.	ПОЛЬОВИЙ А.М., БОЖКО Л.Ю., БАРСУКОВА О.А. АГРОКЛІМАТИЧНІ УМОВИ РОСТУ ЛУЧНОЇ ТА СТЕПОВОЇ РОСЛИННОСТІ В ПОЛІССІ В УМОВАХ ЗМІНИ КЛІМАТУ.	172
23.	ДЗЕГА В. Д. ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ АСПЕКТИ УДОСКОНАЛЕННЯ ОРГАНІЗАЦІЙНИХ КОМПЕТЕНТНОСТЕЙ ПОСАДОВЦІВ МІСЦЕВОГО САМОВРЯДУВАННЯ В УКРАЇНІ.	184
24.	ГОРОТЬ И.В., ТКАЧЕНКО М.Н., РЕМЕННИК О.И. СРАВНЕНИЕ ЭФФЕКТИВНОСТИ HDR БРАХИТЕРАПИИ ГИБКИМИ И ЖЕСТКИМИ АППЛИКАТОРАМИ ПРИ ЛЕЧЕНИИ НЕМЕЛАНОМНОГО РАКА КОЖИ	190
25.	НАБОКА К.О. ДЕРЖАВНЕ РЕГУЛЮВАННЯ РИНКУ ЗЕМЕЛЬ В УМОВАХ ДЕЦЕНТРАЛІЗАЦІЇ ВЛАДИ.	195

26.	УЛИЧ А.І. ВИКОРИСТАННЯ ЦИФРОВИХ ТЕХНОЛОГІЙ У ГРАФІЧНІЙ ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ ТРУДОВОГО НАВЧАННЯ.	203
27.	ВАСИЛЬЄВА В.О. АЛГОРИТМИ ТА МЕТОДИ КОМП'ЮТЕРНОГО РОЗПІЗНАВАННЯ ЖЕСТИВ.	210
28.	ІВАНОВ О. В. ДОСЛІДЖЕННЯ МЕТОДІВ АНАЛІЗУ ДАНИХ ПОВЕДІНКИ КОРИСТУВАЧІВ ВЕБ ОРІЄНТОВАНИХ СИСТЕМ.	213
29.	БІЛА Ю.М. , БУГАЙОВ С.М. , ГОРОШКО В.В. ПОЛЕЗАХИСНІ СМУГИ ЯК ЕЛЕМЕНТ АГРОЛАНДШАФТІВ ЛУГАНСЬКОЇ ОБЛАСТІ.	219
30.	ГУБАР О.В. ДЕЗІНФОРМАЦІЯ В ДЕРЖАВНОМУ УПРАВЛІННІ ЗАБЕЗПЕЧЕННЯМ БІОЛОГІЧНОЇ БЕЗПЕКИ.	224
31.	БАЙБУЗ О.Г., БОЖУХА Л.М., ФЕДІЙ О.Д., МЕТОД ВИЗНАЧЕННЯ ВІДСТАНІ ДО ОБ'ЄКТА ШЛЯХОМ АНАЛІЗУ ЗГОРТКОВИХ НЕЙРОННИХ МЕРЕЖ ТА ПАРАЛЛАКСУ.	231
32.	<u>СІЛАДІ В. В. THE INFLUENCE OF SOCIAL BACKGROUND ON LEARNING A FOREIGN LANGUAGE.</u>	237
33.	СКОРЕЙКО Н.Т., ГОРЕВИЧ С.С., СКОРЕЙКО Р.С. ОСОБЛИВОСТІ ВУГЛЕВОДНОГО ТА ЛІПІДНОГО ОБМІНІВ У ЖІНОК РАНЬОГО РЕПРОДУКТИВНОГО ПЕРІОДУ З НАДЛИШКОВОЮ МАСОЮ ТІЛА ТА ВИКОРИСТАННЯ СІОФОРУ З МЕТОЮ ЇХ КОРЕКЦІЇ.	245
34.	ОСТРОВСЬКА М.Я. СТВОРЕННЯ ТА ВИКОРИСТАННЯ НАВЧАЛЬНИХ МУЛЬТИМЕДІА ПРЕЗЕНТАЦІЙ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ.	251
35.	ДЖАНДА Г. Б. СИМПТОМИ КАР'ЄРНИХ КРИЗ У РОБОТІ ПЕДАГОГА.	262
36.	МАРТИНЮК Г.В., СКОРЕЙКО Н.Т., МАРТИНЮК І.В. . МАГНІТНІ ПОЛІМЕРНІ НАНОСИСТЕМИ ТА ЇХ ВИКОРИСТАННЯ В МЕДИЦИНІ.	270
37.	ШАПОВАЛОВА М.С., ПОЦУЛКО О.А. РОЛЬ ЖІНКИ В ПЕРІОД КИЇВСЬКОЇ РУСІ.	279
38.	ЩЕРБАКОВ К., СИНЯЄВА Л.В., МОТИВАЦІЯ ПІДПРИЄМНИЦТВА І ПІДПРИЄМЦІВ.	290
39.	АДАМЕНКО О., БОРЕЦЬКА Н., ЛИТВИНЕНКО О. МОДЕЛЬ ФОРМУВАННЯ ЗДОРОВОГО СПОСОБУ ЖИТТЯ СТУДЕНТСЬКОЇ МОЛОДІ ЗАСОБАМИ ФІЗИЧНОЇ КУЛЬТУРИ В УМОВАХ ВНЗ.	299
40.	НАЗАРОВО.І.Т., НАЗАРОВ І.О., ШПІНДА Є.М. ЗНИЖЕННЯ ІНТЕНСИВНОСТІ ЗНОШУВАННЯ ПОВЕРХОНЬ ТЕРТЯ ДИСКОВИХ ГАЛЬМІВНИХ МЕХАНІЗМІВ ЛЕГКОВИХ АВТОМОБІЛІВ .	310

41.	G.D. FADIEIENKO, I.E. KUSHNIR, V.M. CHERNOVA, T.A. SOLOMENTSEVA, YA.V. NIKIFOROVA, A.M. CHERNYAK. ANALYSIS OF THE EFFECT OF QUANTITATIVE AND QUALITATIVE COMPOSITION OF ACTUAL NUTRITION ON METABOLIC PARAMETERS IN PATIENTS WITH NON-ALCOHOLIC FATTY LIVER DISEASE.	328
42.	ГУЖВА Т.М. СОЦІАЛЬНЕ ПРОЄКТУВАННЯ ЯК СРЕДСТВО ФОРМУВАННЯ ПРОФЕСІОНАЛЬНИХ ЦІННОСТЕЙ У БУДУЩИХ СОЦІАЛЬНИХ РАБОТНИКОВ.	338
43.	КІКТЕНКО О.В. ДЕРЖАВНЕ РУГЮЛЮВАННЯ КОМЕРЦІАЛІЗАЦІЇ ТУРИСТИЧНОГО ПРОДУКТУ.	345
44.	ЧЕРНО Н. К., ОЗОЛІНА С. О., БИТКА Т. В. ВПЛИВ ПРОДУКТІВ ОБМЕЖЕНОГО ФЕРМЕНТАТИВНОГО ГІДРОЛІЗУ АРАБІНОКСИЛАНУ КУКУРУДЗИ НА АКТИВНІСТЬ ПАПАЇНУ.	354
45.	РАДОЛОВА О., СИНЯЄВА Л.В. ПРАЦЯ ЯК ОСНОВА РОЗВИТКУ СУСПІЛЬСТВА.	359
46.	ПОЛЄВІКОВА О.Б., ЛЕВИК І.О. МЕТОДИЧНІ ОСНОВИ РОЗВИТКУ МОТИВАЦІЇ ДОШКІЛЬНИКІВ ДО ВИВЧЕННЯ РІДНОЇ МОВИ ЧЕРЕЗ СТОРІТЕЛІНГ.	369
47.	НЕСЕН А.А. ІННОВАЦІЙНІ ТЕХНОЛОГІЇ ЯК ЗАСІБ ФОРМУВАННЯ ВІЗУАЛЬНО-КОМУНІКАЦІЙНОГО СЕРЕДОВИЩА СУЧАСНОГО МІСТА.	381
48.	ГУБСЬКА В.В. УЗАГАЛЬНЕНИЙ ПАРАМЕТРИЧНИЙ РЕЗОНАНС ПРИ СУМІСНОМУ РУСІ РЕЗЕРВУАРА ГІПЕРБОЛОЇДАЛЬНОЇ ФОРМИ РІДИНИ З ВІЛЬНОЮ ПОВЕРХНЕЮ.	385
49.	I.I. YARCHUK, T.V. MELNYK, S.V. MASLIOV. YIELD OF DURUM WINTER WHEAT DEPENDING ON THE SEEDING RATE UNDER THE CONDITIONS OF THE NORTHERN STEPPE OF UKRAINE.	388
50.	ЖУРАВСЬКА З. В. КРИМІНОЛОГІЧНИЙ АСПЕКТ ОСОБИ, ЯКА ВЧИНЯЄ ЗЛОЧИНИ В МІСЦЯХ ПОЗБАВЛЕННЯ ВОЛІ.	398
51.	РАДЧЕНКО В. В. ТЕМАТИЧНО-ЗМІСТОВІ ДОМІНАНТИ ЛІРИКИ ГАННИ ГАЙВОРОНСЬКОЇ.	407
52.	БОНДАРЕНКО В. В., КРИВУЦ С. В. ПОШУК ЗАСОБІВ ОРГАНІЗАЦІЇ СУЧАСНОГО АРХІТЕКТУРНОГО СЕРЕДОВИЩА.	413
53.	БАБЕНКО К. Є. СУЧАСНА ЕКОНОМІЧНА МОДЕЛЬ РОЗВИТКУ ЕКОНОМІКИ УКРАЇНИ.	422
54.	ФЕДОРОВА Г.В. БИОГЕОХИМИЯ КАК НАУКА И УЧЕБНАЯ ДИСЦИПЛИНА В СВЕТЕ DISCOVERY SCIENCE И ЕЕ СОВРЕМЕННЫЕ РЕАЛИИ.	431

55.	БОКЛАГ В.А. УПРАВЛІННЯ ЗЕМЕЛЬНИМИ РЕСУРСАМИ НА РІВНІ ТЕРИТОРІАЛЬНИХ ГРОМАД В УМОВАХ ДЕЦЕНТРАЛІЗАЦІЇ.	437
56.	МАЛЮТА К.Г. ВИЗНАЧЕННЯ СУТНОСТІ ПОНЯТТЯ «ІНВЕСТИВАННЯ» ТА ЙОГО КЛАСИФІКАЦІЯ.	443
57.	ДАНІЛОВА Н.В., БУГОР Г.М., НІКОЛАСЬВА А.М. ОЦІНКА ПРОДУКТИВНОСТІ ПРОСА В УМОВАХ ЗМІНИ КЛІМАТУ ЗА СЦЕНАРІЄМ А1В В ПІВНІЧНОМУ СТЕПУ УКРАЇНИ.	452
58.	РУС-ПОЛТАВСЬКА А. В. ДОМІНАНТА І ПРОТИРІЧЧЯ ЦІННІСНИХ ПРЕФЕРЕНЦІЙ В СУЧАСНОМУ СУСПІЛЬСТВІ.	460
59.	БАТКОВА Т.В., ШУБІН І.Ю. МЕТОД КЛАСТЕРІЗАЦІЇ РЕСУРСІВ ІНФОРМАЦІЙНИХ МЕРЕЖ.	464
60.	ҮАРЕМКЕҮҮСН R.V., KUSHTA YU.F. PATHOGENETIC MECHANISMS OF SEPTIC SHOCK.	470
61.	ТРОЯН А.О., УРІДІЯ С.Н. НЕНОРМАТИВНА ЛЕКСИКА В СПІЛКУВАННІ СТУДЕНТСЬКОЇ МОЛОДІ.	478
62.	КРИЛОВА І.І. ДЕЯКІ ПИТАННЯ ЗАПРОВАДЖЕННЯ СТИМУЛЮЮЧОГО РЕГУЛЮВАННЯ У СФЕРІ ВОДОПОСТАЧАННЯ ТА ВОДОВІДВЕДЕННЯ.	483
63.	КАЙМАНОВА Я.В., ТИМЧЕНКО О.В., СОЦІАЛЬНЕ ВИМІРЮВАННЯ САМОТНОСТІ: СУЧАСНИЙ ПОГЛЯД.	491
64.	СВИРИДОВА О.В. ШЛЯХИ ОПТИМІЗАЦІЇ ВИКОРИСТАННЯ ТА ОХОРОНИ ЗЕМЕЛЬНИХ РЕСУРСІВ УКРАЇНИ В ПРОЦЕСІ РЕАЛІЗАЦІЇ ЗЕМЕЛЬНОЇ РЕФОРМИ.	498
65.	OLENA DOROSHENKO, YULIA VASHAY. ACCOUNTS OF THE STATE SECTOR IN THE SYSTEM OF INFORMATION PROVISION OF THE BUDGET SAFETY INDICATORS.	504
66.	КАРАЛАШ А-Ю. І. СТРУКТУРА СОЦІАЛЬНОЇ ОРГАНІЗАЦІЇ УКРАЇНСЬКОГО СУСПІЛЬСТВА В УМОВАХ ГЛОБАЛЬНОЇ КРИЗИ.	513
67.	JANISHEN I.V., DIUDINA I.L., V.G.TOMILIN, I.A.PERESHYVAILOVA. METHOD OF PROTECTION OF THE RECEPTOR APPARATUS OF THE TEETH WHICH USE TO SUPPORT NON-REMOVABLE DESIGN OF DENTURE BY PROPOSED METHOD.	524
68.	УШКОВА І. М. МЕТАФОРИЧНІ ТРАНСФОРМАЦІЇ В УКРАЇНСЬКОМУ ПЕРЕКЛАДІ ПОВІСТІ О. ПУШКІНА «ПІКОВА ДАМА».	528

THE INFLUENCE OF SOCIAL BACKGROUND ON LEARNING A FOREIGN LANGUAGE

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Introduction

School can play an important role in the formation, conservation or mitigation of social differences among students. The school is the institution where these social differences are best observed and measured. [3]

Nowadays, the increase in differences between students is rising, and the reason for this trend is strong school selection. Nowadays, parents and their children can choose the right one from a multitude of schools, and this increases the proportion of pupils in so-called 'elite' schools, while others can attend less quality education.

There is a simple explanation of the conditions for selecting schools: the development of the students' skills, the social background (parents' education, material base), the aspirations of the pupils, the lack of knowledge, motivation, quality education and learning conditions. By observing all these conditions, we can determine which of the students has the stimulus that may have a stronger impact in this study on learning English more efficiently.²

Theoretical framework of the study

Over the last decade, differences in school quality have increased and, as a result, there are social differences between schoolchildren. The increased selection effect changed parents' attitudes towards school and education. According to Katalin

² „This work was supported by the Collegium Talentum 2018 Programme of Hungary.”

N. Kollár and Éva Szabó, parents have very different attitudes towards school. The proportion of people who have failed at school is much more common among those with low levels of education.[6]

If society is polarized, it falls apart to the poor and rich, then there are groups that do not pass through, and thus the intellectual resources of development are reduced. [3]

There are many forms of differences between individuals, and the diversity of students is one of the most common pedagogical experiences. According to Csapó, the differences are mostly qualitative in nature: everyone has only a personality that is unique to him, the specific content of each student's knowledge, the direction of his interest and the source of his motivation. [3]

Background of the study

In Ukraine (Transcarpathia), schoolchildren learn English as a foreign language as a living foreign language in primary and secondary schools as an optional language alongside the compulsory Ukrainian state language. However, in the so-called high-quality 'elite' high schools, students can learn two other languages besides the compulsory Ukrainian state language: English and German. Language teaching in many respects depends on the teaching staff, as many schools in this area suffer from shortages of appropriately qualified professionals. According to the curriculum plan, pupils start their foreign language skills at the age of 7 from the age of 7 (at age 2), although in many kindergartens - at the parents' request - learning English as a separate service for

the children whose parents can afford them financially In other words, children can experience social differences between themselves at the first institutionalized site. In Transcarpathia, unfortunately, there has not yet been a study to examine their foreign language skills, taking into account the social background of students. This study can provide an insight into the English language skills of Hungarian-speaking graduates in Transcarpathia, how, to what extent this is influenced by social background and other basic factors of learning, such as motivation, thirst for knowledge, development of abilities, etc.

Goals and questions of the study

The survey is based on a questionnaire with the following goals:

a) To explore the extent to which the social background of English language learning is determinative in a single Hungarian grammar school in a small town where students with relatively good abilities can enter?

b) Is there any difference in the language learning strategy for students who started English at the age of 6-7 and 10-11?

c) Evaluating the answers to the questions outlined in the questionnaire.

Based on the following questions, we have compiled the questionnaire, according to which we were able to answer the questions set out for the purpose of the above mentioned study.

1. To what extent are the students supported by their parents in learning English?

2. How much are the students motivated by their parents to speak English better and more smoothly?

3. To what extent do the students need their parents' help to do their homework? To what extent are there any differences in qualification of the parents in general? Does it have anything to do with the students' performance?

4. What do students think about English as a subject? Is there any specific purpose for them in the future?

5. How do students learn to be more successful in conversation in English?

6. To what extent are they able to read English books, watch movies?

7. In what do they think is their success in English?

8. How well do they fail? What could be the reason for these?

9. How do you judge your English knowledge relative to other members of the group?

10. To what extent are their teachers motivated?

Participants in the research

A total of 31 language students participated in the study: 11 boys and 20 girls. The participants are the graduates of the Hungarian Grammar School in Beregszász.

There are two classes: 8. A and 8.B. There are students who started learning English at the age of 6-7,10-11 and 14-15.

Findings

Following the evaluation of the questions outlined in the questionnaire, the following results were obtained. Let's take a look at the questions that I have evaluated according to the following 2 criteria: 6-7, 10-11,14-15 years of age and boy / girl point of view.

1. *To what extent are the students supported by their parents in learning English?*

Almost all of the interviewed students replied that they were fully supported by their parents. For girls starting at the age of 10 to 11, there is a very high proportion of extra lessons, supported by their parents, while girls and boys who started at the age of 6 support language schools and language exams more. Among the 14-15 year old boys German is more important according to their parents, while only one of the girls is supported by her mother to take the English language seriously beside the German. In terms of the positive ratio of responses, it is likely that parents consider school to be a tool for social uplift, here in this case it is correct, so the basic attitude is not negative for English. [1]

2. *How much are the students motivated by their parents to speak English better and more smoothly?*

In the case of boys, the answer was mostly that they are no longer under parental control, so they do not feel the need for parental motivation because they themselves know how important language skills are. "There is no need for motivation, I know for myself that I have to learn." This is an era of independence for these boys, and they often disagree with their parents about it. In a boy, parents prefer to know the state language (Ukrainian). In girls, the majority of parents draw attention to the importance of languages, in many cases they buy books and dictionaries. But there were some girls who started at the age of 10 who were entered into their parents' summer camp in England.

It is quite noticeable for girls starting at the age of 14 that their parents do not motivate them at all because they consider German and many other subjects sufficient outside of English. 3. To what extent do the students need their parents' help to do their homework?

3. *To what extent are there any differences in qualification of the parents in general? Does it have anything to do with the students' performance?*

Students are motivated to adapt to the level of education of their parents or go beyond one step.[5]

Taking into account the educational level of the pupils' parents, 16 of the 31 pupils with tertiary education, 10 with secondary education and 5 pupils did not comment on it. So more than half of the students' parents are intellectuals. Interestingly, in the case of boys, only two said that their parents finished secondary education, others have a higher education.

It is quite clear that this age group no longer needs the help of their parents to solve their homework. The main reason for this is the difficulty of the subject and it can also be said that the parents of the students do not speak English at all or have never learned English except for a little girl whose parents speak, they are also teachers.

4. *What do students think about English as a subject? Is there any specific purpose for them in the future?*

Enforcement in international trade is increasingly becoming a function of language knowledge. Language skills as well as travel expand our horizons.[2]

Very interesting answers were given to this question. In the case of boys, English knowledge is more positive in terms of finding a good job, but in girls it is a matter of further education, travelling, and nurturing human relationships. Language skills are a prerequisite for boys, especially for science classes, for IT skills. Half of 10-year-old girls enroll in further education in English, while girls starting at the age of 6 are only concerned with language improvement. Half of the girls find the English language very important because of its position among world languages, Those who started learning English at the age of 14-15 are more likely acquire it better.

5. *How do students learn to be more successful in conversation in English?*

It was expected that students would give diverse sometimes very different, answers to this question.

There are students who go to a language school, extra lessons - they are used to the fact that the teacher works only with them and look after all their movements. However, there is a slightly different situation in the school desk. In less hours, there are many homework assignments, and not to mention the lack of tools high school teachers face all the time in language teaching. Taking all of these into consideration, the beginners of the 6-7, 10-11 years responded that the teacher motivates them to provide them with more opportunities to communicate, and to emphasize the importance of language skills in the future.

Of course, there were people who said, "I am not motivated by the teachers at all!" There will always be students who are dissatisfied. Harmer writes: "most of them want teachers who are funny and understanding with their students." [4]

Apparently, students who find it harder to speak or less informative do not like to be constantly encouraged to speak and not in their mother tongue. So they do not consider motivation as a motivation for the teacher. In terms of boy / girl opinions, the proportion of those who think that the teacher does not motivate them is similar. Many of them have emphasized that the teacher should have enjoyable, valuable lessons that motivate them.

Interestingly, most people aged 14-15 think motivating when a teacher speaks English. With this, we can also filter out the fact that in schools where they studied before, the teacher did not use the target language frequently.

Conclusion

The present study sought to find out whether the pupils' English knowledge is influenced by their social background. It is undoubtedly the case that the family situation influences school performance, so the cause of the failures is not just the weaker ones.

Many factors play a role in successful foreign language learning, including the social background, especially in lower grades, where the difference in pupils abilities

is more prominent, with those reasons as family background, as well as parents paying attention to their childrens' school performance.

It can be noted that the impact of social background is no longer so high in the case of high school students.

Parents do not help much in doing their children's home work, because in the previous system foreign language teaching was outdated, using methods good for nothing.

Nowadays, some parents support their children's extra lessons financially to compensate their shortcomings. Not to mention the compulsory language examinations, which are now crucial, for further studies.

The number of students who take language learning seriously is insignificant, and the very few of them can not afford to attend extra classes or language classes. Which proves that the majority of parents are doing everything they can to make their children's life easier.

Most of the graduate students are already determined about their future, who consider English to be essential for further education. They can be motivated, successful and have less failures. They are more willing to take the risk of language learning. These students look feverishly to find tools, books, newspapers, movies, sound, etc. to promote language skills.

So the social background at this level can only be limited in making the most up-to-date equipment, books. Most of the students have already decided on what to spend more time.

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